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ABSTRACT

A program was developed at a local college to provide directors of child care centers, Head Start programs, nursery schools, and school-based early childhood programs with formal training in administration, supervision, and program development to help them better manage their programs. The program was the result of a collaborative effort by directors, college faculty and administrators, and other early childhood professionals in the community, assisted by corporate funding. After the program was in place, a survey of directors indicated that many who had previously felt no such training was available felt the program could provide them with effective formal training in areas of concern to them. Twenty-eight of the 260 directors surveyed decided to participate in the training program. A copy of the survey is appended. Contains 30 references. (MDM)

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Developing an Administration and Supervision Training Program for Directors of Early Childhood Programs at a Local College

by

Patricia Amanna

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A Practicum II Report presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL SHEET

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Oct. 16, 1993
Date of Final Approval of Report

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TABLE OF CONTENTS

Page

TABLE OF CONTENTS.....iii

Chapter

I INTRODUCTION.....

Description of Work Setting and Community.....1
Writer's Work Setting and Role.....1

II STUDY OF THE PROBLEM.....4

Problem Description.....4
Problem Documentation.....5
Causative Analysis.....6
Relationship of the Problem to the Literature....8

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS...13

Goals and Expectations.....13
Expected Outcomes.....13
Measurement of Outcomes.....14

IV SOLUTION STRATEGY.....15

Discussion and Evaluation of Possible Solutions.15
Description for Selected Solutions.....25
Report of Action Taken.....28

V RESULTS, DISCUSSION, AND RECOMMENDATIONS.....38

Problem and Solution.....38
Results.....39
Discussion.....41
Recommendations.....45
Dissemination.....45

REFERENCES.....47

Appendix.....50

A Director Survey.....51

ABSTRACT

Developing an Administration and Supervision Training Program for Directors of Early Childhood Programs at a Local College: Amanna, Patricia, 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Administration/Supervision/Training/ Directors/Child Care/Day Care/Nursery School/Head Start

The problem concerned directors of child care centers, Head Start programs, nursery programs, and school based early childhood programs wanting to acquire formal training in administration, supervision, and program development to better manage their programs.

A formal training program was developed in a local college for directors of early childhood programs. The program was the result of a collaborative effort of directors, college faculty and administrators, corporate support through funding, and other early childhood professionals in the community.

After implementation of the practicum, a survey indicated that directors believed they could obtain formal training in administration and program development. In addition, they agreed the content of the training met their needs. Finally, 30 directors registered for the training program.

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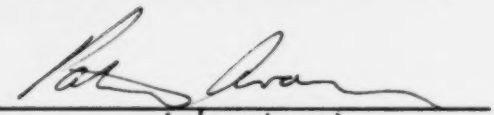
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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting of the writer was a senior liberal arts college located in an affluent suburb of northeastern United States. The campus was located on 500 woodland acres approximately 20 miles from a major eastern city. The college was state supported and operated. The college offered undergraduate programs in liberal arts and sciences with special divisions in continuing education, performing arts and visual arts.

The population involved in this practicum was early childhood program directors. The directors managed programs within the county. They directed child care centers, nursery schools, Head Start programs, and school based early childhood programs.

Writer's Work Setting and Role

The writer had various professional roles in the community. She was the director of the campus child care

center. She had a Master of Science degree in early childhood education and post graduate training in administration and supervision. She held state certification in teaching and administration and supervision. In addition, she had worked in the child care field for the past twenty years as a teacher and director.

The writer was the manager for a child care certificate program offered by the continuing education division of the college. Her function was to coordinate relations between the program and the child care center, supervise and recruit faculty and students, advise students, and generally manage the program.

The writer was adjunct faculty in the certificate program. She taught a practicum course in child care. The course was designed to model a student teaching experience. The students were observed working with children in actual early childhood settings. The observation was followed by a conference between the student and the writer to discuss the following: the interactions between children and adults, environments, and curriculum. Weekly seminars were held to discuss different topics related the students' working experiences.

The writer was adjunct instructor for graduate courses in early childhood education. The college was located in the

inner city of a large metropolitan area. She taught courses in administration and supervision, program planning, curriculum, and current issues in early childhood education.

The writer was a member of two directors' associations. One group was composed of directors of child care centers. They held monthly meetings to discuss and share common concerns. The other group was composed of directors of nursery schools and public school early childhood programs. This group was affiliated with the local chapter of National Association for the Education of Young Children (NAEYC).

The writer knew children needed supportive and safe environments in order to grow and develop. They also needed their parents and teachers to work together to make this growth and development possible. The writer recognized the importance of the director's leadership role and skills needed to administer and supervise early childhood programs to meet these goals.

The role of the writer was to use her different resources and contacts to facilitate the development of training for directors of early childhood programs. Most importantly, her responsibility was to find ways to work with directors to develop and utilize the community resources.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem concerned directors of child care centers, Head Start programs, nursery programs, and school based early childhood programs wanting to acquire formal training in administration, supervision, and program development to better manage their programs. The effectiveness and the quality of early childhood programs were the result of trained staff. Presently, there was no administration training program for directors of child care centers and nursery schools. The licensing agent for these programs required minimum qualifications for directors. The existing programs prepared students to become principals and superintendents. Students in these programs needed to possess a minimum of a B.A. with teaching certificates or a M.A. in Education. Consequently, the existing programs did not meet the needs of administrators and teachers of early childhood programs.

As the program manager of the child care certificate program and the instructor of the practicum course in child care, the problem of the lack of available administration

training was brought to the writer's attention by directors of current programs and teachers who were looking for advancement. Directors expressed a need to acquire training in administering skills, supervising skills, and program development. If the problem was solved, there would be training available for current directors and teachers who wished to become directors of early childhood programs. The training would be available in the community, meet state licensing requirement, and include relevant content. It would directly impact on the availability and quality of early childhood programs throughout the community.

Problem Documentation

There was evidence of this problem that was supported by hard data. The licensing agent admitted training was needed. The regional day care manager wrote a letter stating the need for management training for directors to meet licensing requirements. She expressed concern about the growing demand for day care services in this large commuting community. This increasing demand compounded the need for knowledgeable and competent directors with administrative training to manage these day care services.

Evidence of this problem was supported by information

collected at a director's meeting and during on-site visits to programs. Directors expressed their need to obtain formal training in administration and program development during a director's meeting in May, 1992. The directors present at that meeting were surveyed regarding their need for more training in administration and supervision. There were 36 directors present at the meeting and 32 of 36 directors wanted formal training in administration. The writer visited 24 nursery schools during the Spring of 1992 and gained evidence of the problem. During the on-site visits 18 of 24 directors requested that training be developed to meet their needs.

Additional evidence supporting the need for director training was obtained from the program developer of the child care resource and referral agency. She wrote a letter of support to confirm the need for formal training of directors of early childhood programs. She confirmed that no college in the community offered any courses in child care administration.

Causative Analysis

The writer believed the problem had three causes. Directors were often trained teachers, not administrators.

As trained teachers they were knowledgeable and skilled in preparing and implementing developmentally appropriate practices. Traditional teacher preparation courses did not include skills required to manage a business or school. They often had little or no skills in budgeting, scheduling, staff supervision, licensing requirements, facility management, computer systems, community resources, long range planning, and establishing policies and procedures.

The second cause for the problem was that no local colleges offered courses on these topics. Early childhood administration courses on the undergraduate level were not offered by any community colleges, public colleges, or private colleges in the county. The only courses offered with relevant content were offered in graduate programs designed for teachers wishing to become principals or superintendents.

The last cause for this problem was lack of licensing regulations. The state licensing did not require special training for directors. Directors with an associate degree could hire a consultant to meet the educational requirements for licensing.

Relationship of the Problem to the Literature

The literature supported the need for training designed for early childhood directors. Garfield (1984) and Kuykendall (1990) stressed the importance of specialized training for managers. Gulley, Thomas, and Zobairi (1988) were convinced that successful programs were dependent on skilled administrators. The literature revealed that directors need appropriate training in special skills in order to manage quality early childhood programs.

Garfield (1984) believed managers were not born, they were trained. He based this opinion upon 18 years of research of corporations and training programs. Many managers benefited from training that taught them specific skills and leadership behaviors to increase performance. The approach to management training that stressed the need for managers to learn through their mistakes was illogical. On the other hand, the approach to hiring managers with the most formal credentials was also false. The best approach to obtaining effective managers was to first recognize the stages of management development. The next step was to teach managers to proceed through them successfully by training (Garfield, 1984).

Kuykendall (1990) believed that directors without

training in child development were not prepared for their jobs. They could interfere with the performance of skilled early childhood teachers and caregivers. The lack of knowledge on the part of directors may cause frustrations resulting from inconsistent philosophies. She believed one solution to this problem was for training institutions to review teacher preparation course content. Courses of study designed for directors should include child development. She concluded the article by stressing the need for early childhood professionals to work together to be sure that directors are knowledgeable in child development. This concept of collaboration would lead to improved services for children throughout this country.

Gulley et al. (1988) believed the success of child care programs depends on how they were administered. They explained how successful administrators seem to have developed a set of criteria and characteristics common to most programs. They included the following characteristics: positive interpersonal relationships; a sound philosophical base; delineation of policies and procedures; good staff selection; planning and development; feedback to parents; a strong support base; and sound fiscal management.

Other literature supported the existence of the problem. Storm (1985) believed directors needed resources to

effectively manage early childhood programs. Most directors did not have formal training in personnel management and business management. Yet, they were expected to be responsible for hiring, firing, training, and supervising staff. They also must keep accurate fiscal records and prepare financial reports. Storm felt that inadequate job training for directors had been ignored too long. Most directors were usually trained as early childhood teachers. Often directors learned the job through difficult trial and error successes and mistakes on the job. Many directors looked for administrator training and professional growth programs because they recognized their need to be educated in their choice of career. All too often directors did not have the time and energy to take specialized training or it was not available in their communities.

Haulman (1975) indicated a need for director training. Haulman found directors to be a diverse group of professionals. They varied in their abilities, skills, and knowledge. Therefore, they needed training in different areas according to their needs. In order to assist directors to manage effectively and develop leadership skills, training should be designed to meet these diverse needs.

Norton and Abramowitz (1981) found a need for more administration courses. They conducted a survey of all

registered schools in the State of New York to determine the training and preparation needs of directors preschools and day care centers. They found that formal early childhood administration courses needed to be developed for currently employed directors and administrations of early childhood programs.

The literature revealed several causes for the problem. Gulley et al. (1988) believed there was lack of management skills. They listed specific skills needed by directors of early childhood programs. They found that the lack of these skills impacted on the quality of the program. When directors were unskilled in necessary management skills, then they did not effectively perform their jobs.

Norton et al.(1981) found courses being inaccessible a problem. Training programs that were located far from the directors' programs were not reaching the needs of directors. They recommended that the training programs should be at locations accessible to participants.

Haulman (1975) discussed the need for training in leadership. Directors did not have training in leadership skills. Managing and leading staff required special skills and abilities. Directors of early childhood programs lacked many leadership skills because they had not received formal training in this obtaining these skills.

In summary, the literature supported the need for special training for directors of early childhood programs. The professionals agreed that training needs to be available, accessible, specific in content, and formal in format.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal projected for this practicum was to enable directors of child care centers and nursery programs to obtain formal management training in administration and program development.

Expected Outcomes

The writer selected three outcomes for this practicum. The first and second outcomes were achieved when a survey (see Appendix) produced the following results: (1) 100 of 260 directors believed they could obtain formal training in administration and program development; and (2) 60 of 260 directors agreed the following content areas met their needs: budget and finance, long range planning, staff supervision, program development, establishing policies and procedures, parent involvement, facility management, community resources, public relations, licensing, computer systems, and accreditation. The third outcome was achieved

by 30 of 260 directors registering for the training program.

Measurement of Outcomes

Both outcomes number 1 and number 2 were measured using the results of the written survey (see Appendix). The change in the directors' opinion regarding the availability of formal training in early childhood administration and program development and training content was measured by counting, categorized, and tabulating responses to each question. Outcome number 3 was measured by counting the registration applications of the training program for actual enrollment of directors and teachers in formal administration and program development.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem concerned directors of child care centers, Head Start programs, nursery schools, and school based early childhood programs wanting to acquire formal training in administration, supervision, and program development to better manage their programs.

Axelrod (1982) described the design, implementation, and impact of a mobile training program for directors. The goal was to reach directors at remote locations on weekends and provide specific workshop sessions on financial and business management, parents and personnel, and child development and planning. Factors considered to plan the sessions included the following: recruitment, instructor selection, materials, rooms, evaluation criteria, planning, and designing a brochure. The mobile training program proved to be an effective model to provide directors with information to improve their organizational and administrative skills.

Berryman (1978) trained directors using cable and video. She experimented using interactive cable television to upgrade the quality of child care by educating day care

directors. The results of this experiment indicated that television inservice workshops had cognitive and attitudinal effects on the participants. The use of the one-way mode produced cognitive effects, while the two-way mode had effects on attitudinal learning. It suggested that the use of two-way cameras interfered with cognitive learning. Berryman determined that cable and video can be used effectively to train day care directors under the right conditions.

Thielges and Andersen (1975) developed a curriculum guide with outlines for 10 inservice training courses for child care and nursery school directors. The outlines were designed to meet the licensing requirements of the local government agency. They found inservice workshops designed specifically for directors to be an effective training model. The outlines were developed, so that the inservice workshops could be replicated.

Jorde-Bloom (1988) gave an overview of needed administrative competencies. Jorde-Bloom believed that quality programming was dependent upon the skills and knowledge base of directors. In order to effectively administer early childhood programs, directors must demonstrate competency in the following areas: (1) organization and leadership; (2) child development and early

childhood programming; (3) fiscal and legal issues; and (4) board, parent, and community relations. She concluded the manner in which states responded to the qualifications and training of directors would affect the quality of programs and the ability to attract and retain dedicated and competent professionals.

Freedman, Wallach, and Lorraine (1981) developed an administration training manual. This manual can be used in similar training in administration and staff development. The training was concentrated on the areas of child development, education, and social work.

Hoegl (1985) believed training influenced program quality. He wrote a background paper on the effectiveness of early childhood education programs. According to Hoegl, a significant factor that determined programs was leadership. Competent leadership and supportive supervision are essential to effectiveness and program quality. The success of early childhood programs is dependent upon the administrative leadership ability to meet the needs of the staff, parents, and children. Competent administrators must put a high priority on the implementation of developmentally appropriate practices, optimal use of resources both human and material, sound budgeting and fiscal planning, and collaboration between staff, parents, and community. In his

study he listed eleven quality indicators that referred to administration. The following list are criteria measured against compliance status: (1) the program meets all state and local standards; (2) the program has written policies and procedures of operation based upon the program rationale; (3) the program has written policies and procedures for personnel; (4) the program has a written philosophy based upon sound principles of child development; (5) the program has adequate liability insurance; (6) a parent handbook is given to all parents and it is updated annually; (7) fiscal records are kept; (8) budgeting includes short range and long range planning; (9) time is allocated for staff meetings at least monthly; (10) staff have time for shared planning during the day; and (11) the program administrator assumes responsibility for supervision of the entire program. In addition, Hoegl measured the qualifications of directors. The following criteria for administrators was considered: (1) administrators have at least 6 college credits in child development/early childhood; (2) the director has a bachelor level degree from an accredited college or university or an associate level degree in child development and 3 years experience in early childhood education.

Allen, Pellicer, and Boardman (1984) thought training

would improve administrator performance. They believed training programs should reflect the relationships of practice, theory, and training. They developed a Contingency Framework for Administrator Development (CFAD) model for training programs for administrators. This model integrates administrative tasks areas, administrative processes, and administrator characteristics through application and theory.

In Keyes's book (1988) the role of directors of campus child care programs was discussed by Tomi, Atwood, and Williams. They felt directors of campus child care centers need to develop effective interdisciplinary linkages for identifying resources and utilizing the college community to attain quality early childhood programs. Directors must develop communication linkages to provide a foundation for future cooperative ventures in education, training, research, theory, application, and funding.

Norton and Abramowitz (1981) indicated the need for more courses. They surveyed all schools registered in the State of New York in order to determine the prior training and current needs of day care and preschool directors and administrators. Their findings indicated a need for more courses, workshops, and seminars in early childhood administration. Prior training was limited or nonexistent

for many responding directors. Of those responding, 56 percent had no formal training in administration and 60 percent took courses only after becoming administrators. Therefore, the authors concluded that there needs to be developed formal early childhood training courses and these courses need to be implemented at locations accessible to currently employed directors and administrators.

Delano (1992) discussed special ways to supervise programs. Principals with no formal training in early childhood education are now responsible for supervising early childhood programs under new standards. She described critical aspects of early childhood education that principals need to understand and identify. They included the following: environment, interactions, curriculum, integrated learning, time blocks, play as learning, and evaluation. She suggested that principals need not worry about children in these programs being ready for fourth grade, but consider whether or not the fourth grade will be ready for these children.

Storm (1985) developed a resource manual designed to be used by directors as an independent study guide. This how to manual was the result of a leadership training course for early childhood directors. She believed directors who did not have the time, funds, or access to specialized training

needed a practical guide for effective administration. The guide was divided into two sections to address specific management and administrative responsibilities of child care center directors and preschool directors. Basic and essential information was given related to the following topics: personnel policies, interviewing and hiring, communicating effectively, motivating staff, staff meetings, evaluating staff, managing change, and managing finances. Examples relevant to early childhood are used, and worksheets and exercises to facilitate learning are provided.

Decker and Decker (1992) wrote a textbook to be used in early childhood administration courses. The book was written with the premise that the success of early childhood programs is built on careful planning and administration. If administrators know about what factors influence quality early childhood programs, then they will be prepared to plan and administer programs. The text was divided into three parts: (1) constructing the early childhood program's framework; (2) operationalizing the early childhood program; and (3) implementing the children's program. Issues are raised throughout the book to urge early childhood directors to reexamine their own beliefs as they take another look at the program's rationale or philosophical base and practices.

It provided information for both new and seasoned administrators.

Piaget (1986) examined the stages and needs of directors. He divided director development into the following four stages: pseudo-managerial, pre-managerial, concrete managerial, and formal managerial. Each stage represented the development of skills, competencies, problem-solving ability, self knowledge, and methods of operation.

Caruso (1986) reviewed the role of supervisors in programs. Since early childhood programs vary in philosophical foundation, the roles and duties of supervisors vary to meet the needs of different programs. One common characteristic among early childhood programs was that supervisors usually came from the classroom ranks. The multiplicity of supervisory roles, the variability of experience, education, training, and background impacts on the professionalism of early childhood supervisors. Caruso wrote a book to inform and clarify the role of early childhood supervisors for those wanting to professionally and personally develop supervisory strategies. He also stressed the importance of the supervisor's own ongoing development and learning.

Sciarra and Dorsey (1990) gave sources of information

for directors. They wrote a book to be used as a text by students in early childhood education and as resource manual for practicing directors. The chapters are divided into the following subjects: developing interpersonal relationships; assessing community need and establishing a program; licensing and certifying; establishing and working with a board; handling financial matters; funding the program; developing a center facility; equipping the center; staffing the center; publicizing the center and selecting the children; grouping and enrolling the children; managing the food and the health and safety programs; evaluating center components; providing for personal and professional staff development; working with parents, volunteers, and the community; and the working director. In addition, they listed sources of early childhood materials, professional organizations, information sources, and early childhood periodicals and media. They suggested developing a resource library for directors for information on administration, supervision, and program development.

Katz (1992) looked at a top-down view of program quality. Adults looking down at their programs need to examine staff relationships. She stressed the importance of professionals to relate well as colleagues and to be respectful of those with whom there are differences.

Developing this attitude occurs through training, knowledge, judgment and professionalism.

Ledger (1991) discussed the leader's role in today's world. Today's leaders must see themselves as facilitators. They should be teachers, coaches, and enablers. Their main goal is to help people do their best. He believed that the change in organizations to meet the demands of a service economy required business leaders to shift their focus from the quality of product to the quality of relationship. As a result of this shift, organizations must operate in very different ways. Managers need to see their employees as human beings with a vast assortment of needs. Ledger visioned the new leader as a multi-skilled strategist, well informed, resourceful, and a capable decision maker. Someone who assumed the leadership position must be ready to undertake the course of personal and professional growth though learning new ways of thinking and operating.

Other ideas have been generated as possible solutions. For example, teachers can be trained for administrative positions. Quite often directors are recruited from qualified and experienced early childhood teachers. It might be wise to begin training these positions for future director positions as a career ladder option. Another idea can be forming collaborations between business schools and

colleges to develop joint training. Business schools are very knowledgeable and experienced in management techniques and skills, while colleges are experts in early childhood program planning. Businesses and school collaborations are popular in many communities. This relationship can provide another model for director training.

Description and Justification for Selected Solutions

The following ideas were implemented as solutions. Norton et al. (1981) stressed the need for courses to be developed and implemented at locations accessible to directors. Therefore, a training program was offered at a local college.

A director's advisory committee was formed to develop the training program. Piaget (1986) reviewed the different stages of development of directors. A committee consisting of directors at these different stages of development provided representation of directors with different needs and experiences.

Another solution was to design courses specifically to meet quality standards and regulations. Thielges et al. (1975) designed training 10 outlines to be used as inservice training courses to meet licensing requirements. Jorde-Bloom

(1988), Freedman et al. (1981), Hoegl (1985), Storm (1985), Decker et al. (1992), Sciarra et al. (1990), and Caruso (1986) described specific skills and knowledge bases that directors needed to produce quality programming.

There was more demand than availability of spaces for formal training. Courses had enrollment limited to 30 students. Therefore, new directors were given enrollment priority in obtaining the spaces available. In order to reach the untrained directors, currently employed directors with no formal training were given priority.

Child and program development was included in courses as part of the solution. Kuynendall (1990) believed that directors must have training in child development in order to perform their jobs. She recommended that courses of study designed for directors include child development .

Managerial skills were competency based. Jorde-Bloom (1985) emphasized the need for competency based training. She found that directors needed to demonstrate competency in the specific areas.

Another solution implemented included the role of supervision of early childhood programs. Caruso (1986) clarified the role of early childhood supervisors in relationship to the development and learning of different strategies.

Click and Click (1990) covered the importance of technology in early childhood administration. The use of wordprocessing, spreadsheets, and databases have become necessary tools to effectively and efficiently manage programs. Therefore, technology was included in the course content.

The final implemented solution was to seek alternative funding. Early childhood had become a national priority (Willer, 1990) in this decade. In order to design a program to meet its maximum potential the resources and funding become key. Therefore, grant monies were sought to develop the program to provide the necessary budget to implement all necessary components.

The ideas were a collaborative effort. The program was designed by several professionals. Various divisions provided resources and expertise. The community resources were utilized. Licensing regulations determined some specific content.

The writer acted as a facilitator and resource person. She began by opening the lines of communication between the directors and the local college. She then recruited a director's advisory committee. The writer designed and completed a satisfaction survey on the content of the program. She used the results of that survey to design the

curriculum along with the recommendations made by the advisory committee and the review of the literature. The writer recruited participants. Criteria and standards were established with the assistance of the writer. She acted as a facilitator between the college and the directors. She collaborated with college faculty and college administrators to help directors acquire desired formal training. She obtained input from experienced parties and worked with other professionals. The writer established a time line. She collaborated with the senior faculty member on the preparation of a proposal to seek funds. The writer interviewed and selected teaching staff, in addition, to developing the resource library.

Report of Action Taken

The 8 month plan began in the middle of December. It started with the writer sharing the outline with selected colleagues, such as college faculty, college administrators, other directors of programs, and licensing officials. During the first month, time was spent on accumulating information and developing plans, coalitions, and time lines. Local colleges were surveyed regarding plans for new programs. Data and information was collected from directors on their training needs. A design for a time line was formulated that

included development and implementation. In addition, the writer formed a partnership with a senior faculty member. Since the program was being developed to meet the needs of directors, it was important to get their input throughout the process. A director's advisory committee was formed to develop the training program. Piaget (1986) reviewed the different stages of development of directors. A committee consisting of directors at these different stages of development provided representation of directors with different needs and experiences. A director's advisory committee was established to discuss needs.

The next step was to start gathering ideas and using those ideas to develop a concrete plan for action. The first scheduled meeting with the advisory committee was used to brainstorm ideas. The writer used the ideas generated from the meeting and the review of the literature to compose a position paper on the need for training. The writer was now prepared to meet with the Dean at the college to discuss the need and desire of early childhood directors to acquire formal training in administration. Another meeting was held with the Grant's Officer of the college to discuss the availability and procedures for acquiring funds to support a formal early childhood administration training program. In addition, the position paper was presented at the monthly

Director's meeting.

The advisory committee was now ready to work on the design of the program. The writer used the advisory committee's recommendations to develop an outline for the training program. A major priority was to include content areas in the courses to meet quality early childhood standards and regulations. Jorde-Bloom (1988), Freedman et al. (1981), Hoegl (1985), Storm (1985), Decker et al. (1992), Sciarra et al. (1990), and Caruso (1986) described specific skills and knowledge bases that directors needed to produce quality programming. The review of this literature made it clear that more than one course would be needed to cover the required content areas. Therefore, the training program was developed to include two courses of study to be offered during a one year cycle. After completion of each course the applicant would receive 4 undergraduate credits. The advisory committee decided participants needed to apply for admission into the program with the understanding that they would be expected to complete both courses.

The next step was to start looking for resources. Early childhood had become a national priority (Willer, 1990) in this decade. In order to design a program to meet its maximum potential the resources and funding become key. Part of the plan was to seek funds through the grant writing

process. Since the writer's work location was on the campus of a state university, she had access to expert resources in this area. The senior faculty member agreed to help co-write the grant and to act in the role of Project Director. She advised the writer to set-up a meeting with the Vice President of External Affairs to share the findings of the needs assessment and to seek advice regarding possible funding sources. The writer and the senior faculty advisor wrote a proposal for corporate funding for the program. Therefore, grant monies were sought to develop the program to provide the necessary budget to implement all necessary components. The grant focused on the need for formal training of directors of early childhood programs in the community. We solicited letters of support from the regional licensing manager of child care programs, the president of the director's professional organization, and the program developer for the county resource and referral agency. Included in the grant proposal were the following: (1) introduction (2) documentation of need; (3) program description; (4) program administration; and (5) annual budget (including in-kind services).

At the same time, the course descriptions for the training courses were being written. Child and program development was included in courses as part of the solution.

The first course was titled Early Childhood Program Planning. The course included the following content: (1) the role of the director in planning, implementing, and evaluating early childhood programs; (2) ways to integrate and organize program activities, while providing for health, safety, and nutritional needs of the children, all within the broader context of the early childhood center's or school's guiding philosophy; (3) strategies to access, record, and report children's progress, as well as how to work with parents; (4) the importance of cultural diversity and a nonsexist environment; and (5) methods to achieve educational excellence and to establish environments and programs which encourage the full development of each child.

Administration and supervision were major components of the training program. Jorde-Bloom (1985) emphasized the need for competency based training. She found that directors needed to demonstrate competency in the specific areas. Caruso (1986) clarified the role of early childhood supervisors in relationship to the development and learning of different strategies. Click and Click (1990) covered the importance of technology in early childhood administration. The use of wordprocessing, spreadsheets, and databases have become necessary tools to effectively and efficiently manage programs. The second course, Early Childhood Administration

and Supervision, was developed to meet these needs. The course included the following content: (1) an overview of the organizational and managerial functions involved in administering an early childhood program, including leading and managing personnel, housing and equipping a center or school, establishing and working with the board of directors, and financing and budgeting; (2) other managerial skills, such as long range planning, delegating responsibility, marketing, public relations, and networking community services; (3) strategies for becoming advocates for children and families; (4) problem solving skills together with decision making; and (5) ways to use computer systems to manage information effectively.

A rough draft for a brochure for the training program was designed. At the end of the month, a meeting with the advisory committee was scheduled to review the course descriptions and brochure. Also, directors were questioned regarding their interest in participating in the program.

A search was conducted and selection was made of the teaching staff for the training courses. The college was already offering a Child Care Certificate Program that employed highly skilled and qualified early childhood professionals. We looked at the qualifications and evaluations of the instructors in this program. It was

determined that two instructors had experience teaching Administration and Supervision in Early Childhood Education. They were recruited to be the instructors for the training courses. Also the advisory committee met and discussed the content for the syllabus. The writer and instructors designed the syllabus for the training courses based upon the committee's suggestions, the director's content survey, the licensing regulations, and the review of the literature. It was decided that the text written by Decker and Decker (1992) would be used as a guide for both courses.

A meeting with the administration of the continuing education division was set-up to plan schedules. The goal of this practicum was to develop an early childhood administration training program for directors of programs for young children. Norton et al. (1981) stressed the need for courses to be developed and implemented at locations accessible to directors. Therefore, a training program was offered at a local state college through the division of continuing education. The county was relatively large and spread out geographically. The college was close to major roadways and it could be reached quite easily by using public transportation. At the end of the month, an application format was designed for participants to complete for admission into the training program. The application

included the following forms: (1) a general information questionnaire; (2) course descriptions; (3) a written statement from the applicant regarding their need for training; (4) registration package; and (5) a letter of reference from their supervisor.

The next phase was to begin the recruitment and orientation for interested participants. Applications were distributed to all directors in the community. The directors interested in the training program were asked to fill out an application. Since the courses had enrollment limited to 30 students, it was necessary to develop a procedure to admit participants into the program. Therefore, new directors were given enrollment priority in obtaining the spaces available. In order to reach the untrained directors, currently employed directors with no formal training were given priority. A unexpected result of the recruitment and application process was the desire of many experienced directors wanting to enroll in the program. It was assumed that seasoned directors would have little need or desire to enroll in the courses, but that was not the case. It became evident that many directors of early childhood programs felt they lacked the formal training to do their job to the best of their ability. Therefore, 14 of 30 registered participants in the program had 5 or more years of

experience as directors of early childhood programs. In addition, 2 teachers were admitted into the program because they had accepted director positions that would begin shortly after the first course began.

Money was now available to provide $300.00 in stipend support to each director to reduce their cost of tuition. A major corporation awarded the program the sum of $57,060.00 to fund the training program for two years. The grant included $1000.00 to purchase books and materials for the resource lending library. There was money available to contract guest speakers to present expert information during class sessions. The corporate sponsor fully funded (including administrative costs) the program to provide financial support for a two year period which would include the training of 60 directors and teachers. The funding positively impacted on the planning that followed because we now had the resources and support we needed to develop a comprehensive training program.

Once again the advisory committee met and discussed the need for a lending library. A list of materials and a bibliography of resources was gathered. NAEYC and Redleaf Press were used as the major sources of early childhood books and materials. In addition, evaluation criteria for the courses were designed. The evaluation instrument

included quality of instruction, appropriateness of content, relevance to their needs, and recommendations for improvement.

The faculty met to discuss the goals and format of the training program. The program was now ready and 30 participants from applications were selected to participate in the training program. They were notified in writing of acceptance into the program.

At the end of the implementation, the participants registered and enrolled in the program. The materials for the resource lending library were collected and catalogued. A session was held with the enrolled participants to discuss the goals and format of the training. Finally, a summary of the program was written for the college records.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Problem and Solution

The problem concerned directors of child care centers, Head Start programs, nursery schools, and school based early childhood programs wanting to acquire formal training in administration, supervision, and program development to better manage their programs. Directors were often trained teachers, not administrators. Their training had not prepared them to manage a business or school. The training they lacked was not available to them. Early childhood administration courses on the undergraduate level were not offered by any community colleges, public colleges, or private colleges in the county. The licensing regulations did not require special training for directors.

The solution to the problem was to make available an administration and supervision training program designed especially for early childhood directors. There were several strategies utilized to accomplish this goal. The primary goal was to establish a program at a local college, so that directors could acquire administration training in early

childhood within the county. Another goal was to assure that the training would meet state licensing requirements and include relevant content areas. This was accomplished by forming an advisory committee of directors and a licensing representative to design the program's content based upon expert knowledge and utilizing the review of the literature. It was also determined that starting and implementing effective programs required additional resources. This was achieved by obtaining a grant from the major corporate foundation to develop the program, provide stipend support for the participants, and establish a lending resource library for directors.

Results

The writer selected three outcomes for this practicum. Both outcomes number 1 and number 2 were measured using the results of the written survey (see Appendix). The first outcome was achieved when a survey showed that 100 of 260 directors believed they could obtain formal training in administration and program development. The outcome was met because 112 of 260 directors checked yes to question number one. Consequently, directors changed their opinion regarding the availability of formal training in early childhood administration and program development.

The training content was measured by counting, categorizing, and tabulating responses to each question. The responses from question number two exceeded the expected outcome. The expectation was that 60 of 260 directors agreed the listed content areas met their needs. The number of checks next to the content areas differed quantitatively. Therefore, the results of the items are ranked in order according to the number of checked responses next to each content area. The results were the following: budget and finance (108 of 260), staff supervision (105 of 260), licensing (94 of 260), program development (92 of 260), accreditation (92 of 260), establishing policies and procedures (84 of 260), public relations (82 of 260), parent involvement (80 of 260), long range planning (77 of 260), community resources (76 of 260), computer systems (74 of 260), and facility management (66 of 260).

The third outcome expected was the registration of 30 participants in the program. Outcome number 3 was measured by counting the registration applications of the training program for actual enrollment of directors and teachers in formal administration and program development. The third outcome was achieved by 28 of 260 directors and administrators registered for the training program. The other 2 registered participants were teachers who were being

promoted into director positions within the next six months. Therefore, the third outcome was achieved by 30 directors and teachers registered for the Early Childhood Administration Training Program.

Discussion

The goal projected for this practicum was to enable directors of child care centers and nursery programs to obtain formal management training in administration and program development.

The writer selected three outcomes for this practicum. The first outcome involved directors perception regarding the availability of formal training in administration and program development. Prior to this practicum they believed there was no appropriate training available to them. They were right. The only administration and supervision training available in the community was not designed to meet their actual needs. Local colleges offered graduate courses for teachers who wanted to become principles, supervisors, and superintendents. The directors needed and wanted something very different from these graduate courses. After this practicum was implemented, there was a significant change in directors perception of the availability of formal training

in early childhood administration and supervision. They believed training was available to them in their community.

The change of availability of training for directors in the community was a direct result of the implementation of this practicum. The change was a result of successful professional collaboration, information distribution, networking, and program development were accomplished through this practicum. Consequently, at the end of the practicum implementation, directors believed they could obtain formal training in early childhood administration and supervision because the Early Childhood Administration Training Program was designed for them.

It was clear the content of existing courses in administration and supervision did not address the needs of early childhood program directors. Therefore, it was particularly important that the content of Early Childhood Training Program courses was specifically designed to meet their needs. The second outcome was designed to address this issue. The survey clearly indicated that directors agreed that the following content areas met their needs: budget and finance, long range planning, staff supervision, program development, establishing policies and procedures, parent involvement, facility management, community resources, public relations, licensing, computer systems, and

accreditation. Managing quality early childhood programs efficiently and effectively required specific knowledge and skills that were not related to managing other educational institutions. The directors needed training that included topics which would be relevant to their work environments.

The third outcome was achieved by 30 participants registering for the training program. During the implementation phase of this practicum, directors were made part of the development and design process of the training program. Since many of the directors were aware of the planning process, they wanted to be included in the first class. Therefore, the successful recruitment and registration for the program was a result of the high degree of awareness and input directors had in the process. Some of the factors that positively influenced registration were the following: (1) directors who served on the advisory committee recommended the program to other directors and 2 teachers who were becoming directors; (2) licensing representatives advised new directors to enroll in the program; and (3) the writer networked with directors during visits to their programs for observations of teachers enrolled in a Child Care Certificate Program. Consequently, the registration of 30 participants for the first program went rather quickly and smoothly. Since more than 30

applications were received, the writer promised to keep a waiting list of directors who wanted to participate at a future date because there was not enough space in the first class. The 8 directors on the waiting list were promised a reserved space for the next group.

The importance of resources to the success of this practicum was not evident during the planning stages of the practicum. The ideas were a collaborative effort. The program was designed by several professionals. Various divisions provided resources and expertise. The community resources were utilized. The specific content was determined by licensing regulations, the literature review, and collaborative efforts and suggestions of the advisory committee. The funding provided by the corporation allowed the program to obtain all the resources it needed to make it a quality training program.

In summary, the completion of the implementation phase of this practicum proved to be only the beginning the Early Childhood Administration Training Program for directors of programs for young children. The program must undergo continuous evaluation. The courses must be evaluated for the appropriateness of the content and the skill of the instructors. Participants' feedback must be obtained to make adjustments and improvements for future directors enrolled

in the program. Most importantly, the relationships that were developed during the planning process need to be continued to extend and improve the availability of quality training for early childhood professionals.

Recommendations

The following recommendations are for those who may want to develop an administration training for directors in their communities: (1) be sure to include adequate representatives for everyone who has an interest or involvement in the training; (2) be an active listener to all parties; (3) as the leader, you should remain open and objective to all suggestions; (4) seek the support and advice of people who had successful experience in developing programs; (5) be sure to share the ongoing process to those in powerful decision making positions; and (5) be committed to the role of facilitator and the group process.

Dissemination

The writer shared the practicum with directors at their monthly meetings. The directors were interested in the implementation of the practicum and many expressed interest

in participating in the training program. The writer plans to present a workshop in October 1993 at the local NAEYC chapter on the training program. Also, the writer plans to discuss the practicum with other campus child care directors at the National Coalition for Campus Child Care which will be held next year.

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APPENDIX A

DIRECTOR SURVEY

Director Survey

Please check the answer that best reflects your understanding of the situation.

1. Do directors have adequate opportunities and access to formal administration training?

   Yes_____ No_____ Not Sure_____

2. Please check all the appropriate content areas that should be included in director training:

Budget and Finance_____	Program Development____
Long Range Planning____	Staff Supervision _____
Administration Skills__	Accreditation _____
Parent Involvement____	Public Relations_____
Licensing_____	Facility Management____
Computer Systems_____	Community Resources____

Establishing Policies and Procedures_____